



**EDUCATIONAL OVERSIGHT INSPECTION OF PRIVATE FURTHER
EDUCATION AND ENGLISH LANGUAGE COLLEGES**

MONITORING VISIT

LONDON BROOKES COLLEGE

Full Name of College	London Brookes College
Address	40-42 The Burroughs, Hendon, London, NW4 4AP, UK
Telephone Number	0208 202 2007
Email Address	info@londonbrookescollege.co.uk
Vice Principal	Ms Sandra Poulton
Proprietor	Mr Ishtiaq Ahmed
Age Range	16+
Total number of students	26
Numbers by age and type of study	Under 18: 11 18+: 15
Inspection date	30 April 2013

PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits of private further education colleges and English language schools. The focus of the visit is to confirm that the quality standards reported at the last full inspection are being maintained.

The ISI is an approved Educational Oversight body authorised by the UK Border Agency to inspect privately funded further education colleges, including English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students through Tier 4 of the points based system for student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards for private colleges;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations to colleges outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges, and by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features
- (iii) an investigation of the financial viability of the college or its accounting procedures
- (iv) an in-depth investigation of the college's compliance with employment law.

A monitoring visit is for those colleges found at the last inspection to have met or exceeded the quality Standards for Educational Oversight. Inspectors will make judgements on progress against any Action Points and Recommendations made at that time. The inspection will not examine all other Standards in detail but will sample to confirm that previous Standards have been maintained and that there are no contrary indicators to those quality judgements.

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1. CONTEXT

- 1.1 London Brookes College is a small independent sixth-form college, based in Hendon, North London. The proprietor is also the principal and is supported by six governors and a board of directors. Academic leadership is undertaken by the vice principal. Established in 2008, the school provides A-level, AS and GCSE courses. The college's philosophy is that everyone, irrespective of age has an infinite potential for learning and a great capacity for change. Students join the college annually in September. All students are interviewed and assessed prior to commencement of their studies.
- 1.2 At the time of the inspection there were 26 students, the vast majority of whom are British, except for one from Nigeria, one from Tanzania and one from Iran, all of whom speak proficient English as their second language. The gender mix is equal. Eleven students were under 18 years of age and 3 were attending on Tier 4 visas. No student has special educational needs and/or disabilities (SEND).
- 1.3 The college was previously inspected on 9 October 2012 when it met all key Standards and the quality of education met expectations. The main action points and recommendations from the previous report are:
- Create a leadership and management structure and develop effective relationships which clarify accountability for directing self-evaluation, and responsibilities quality assurance and policy development across the whole college, and which support and develop staff at all levels. [Standards 37/38/40].
 - Develop timely and consistent initial student assessment and tutorial processes to plan teaching, improve individual student performance and meet their progression needs to higher education.
 - Create robust systems for the development and regular review of policies and procedures across the college, including those for complaints.
 - Create management systems for self-evaluation and monitoring of teaching, health, safety, welfare and management which result in action plans in line with stated aims.
 - Develop management systems for staff performance management, including induction and appraisal, leading to planned development activities to support stated college aims.

2. SUMMARY OF FINDINGS

- 2.1 **The language college meets expectations.** The previous inspection of 9 October 2012 was judged to meet expectations and the quality of education as judged at that time has been maintained.
- 2.2 The quality of the curriculum, teaching and learning is good. The quality of teaching and learning continues to be very good, responding to students' individual development and support needs. Development in collecting and managing student progress information is beginning to create a more accurate overview of the impact of the provision. The courses offered meet Home Office requirements for Tier 4 students.
- 2.3 Systems and processes to ensure students' health and welfare are good. Whilst there are policies and procedures for child protection this does not currently include specific reference to wider safeguarding principles. The admission and attendance systems are well managed, meet Home Office requirements for recording and reporting, and records are accurate. Relationships across the school are friendly and supportive and are valued by students, many of whom have had previously unsuccessful relationships and achievement in mainstream education. The college's premises are clean and comfortable.
- 2.4 Governance, leadership and management are good. Roles and responsibilities are clear and systems are sufficient to facilitate effective oversight. Quality assurance systems are in place, with improvements in hand to enhance the use made of the information now being gathered.

3. THE QUALITY OF CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS

- 3.1 The quality of curriculum, teaching and learners' achievements is good. All key Standards continue to be met.
- 3.2 The recommendation in this area from the previous inspection report is:
- Develop timely and consistent initial student assessment and tutorial processes to plan teaching, improve individual student performance and meet their progression needs to higher education.
- 3.3 The college has made good progress with this recommendation. The initial assessment of students' needs has been improved and there are effective policies and procedures in place to ensure accurate student assessment prior to and during their courses. Students are also offered additional learning needs assessment that further supports the very effective tutorial system. Tutorials provide ample opportunity for students to discuss their progress and additional support needs, as well as allowing teachers to set targets for improvement, although there are some inconsistencies in the timeliness and quality of target setting across the curriculum.
- 3.4 The curriculum is good. All courses on offer to Tier 4 students meet the Home Office approved qualification criteria. The overall quality of teaching is very good. Teachers are very knowledgeable and highly qualified for the courses that they teach. Classes are small, offering exceptional one-to-one support for students. In the best lessons teachers explore student's understanding with focused questions and explanations. Students are eager to demonstrate what they know, are highly motivated and told inspectors they thoroughly enjoy their lessons. Teachers make good use of data about students' progress when planning lessons and tutorials.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is good. All key Standards continue to be met.
- 4.2 The college provides a safe and comfortable environment for students and staff. Students are given suitable information on health, safety and welfare during their induction period. Students told inspectors that they feel safe at the college and know where to go to for first aid or if they are unwell.
- 4.3 The college has commendable methods to support students who would not have previously considered, or been in a position to access, higher education. Teachers offer excellent academic guidance as well as encouragement for students to realise their academic potential despite poor experiences in mainstream education.
- 4.4 Admission and attendance are well managed with accurate records. The college keeps precise records of attendance for each lesson. There are effective procedures to ensure attendance and punctuality. Advisory and warning letters are sent in the event of absence. Students told inspectors of the college's high expectations for regular attendance and punctuality. Systems to record and report absence to the Home Office meet requirements.
- 4.5 The college has a child protection (CP) policy and procedures, and a designated CP officer but these arrangements do not meet the full range of safeguarding requirements, for example in relation to students under the age of 18 or the checking of staff prior to appointment.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is good. All key Standards have been met.
- 5.2 The action point and recommendations in this area from the previous inspection report are:
- Create a leadership and management structure and develop effective relationships which clarify accountability for directing self-evaluation, and responsibilities quality assurance and policy development across the whole college, and which support and develop staff at all levels. [Standards 37/38/40].
 - Create robust systems for the development and regular review of policies and procedures across the college, including those for complaints.
 - Create management systems for self-evaluation and monitoring of teaching, health, safety, welfare and management which result in action plans in line with stated aims.
 - Develop management systems for staff performance management, including induction and appraisal, leading to planned development activities to support stated college aims.
- 5.3 The college has made good progress in creating a suitable leadership and management structure, in ensuring the review and development of policies, and in improving arrangements for performance management, including lesson observations. Further system and file checks are needed to make sure that policies for health and safety are being implemented as planned, whilst lesson observations need to be tied more closely to the expected Standards for teaching and learning.
- 5.4 Satisfactory progress has been made with management systems to support and monitor key performance indicators, although improved management information systems will not be fully in place until the end of the current academic year. .
- 5.5 Audits of staff files during the inspection highlighted the need for a more systematic approach to staff pre-employment documentation in order to ensure records meet the college policy requirements and Standards.

6. ACTIONS AND RECOMMENDATIONS

The college has maintained the good standards found at the last inspection.

Suggestions for further improvement

In order to improve the good quality provided, the college is advised to:

- Put an appropriate safeguarding policy and procedure in place.
- Review systems and procedures for health and safety on a regular and timely basis.
- Maintain staff files consistently in line with the college's policy.
- Link staff appraisals more closely to the college's standards for teaching and learning.

INSPECTION EVIDENCE

The inspectors observed lessons and tutorials, conducted formal interviews with students and examined samples of students' work. They held discussions with senior members of staff and directors. The responses of staff and students to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

Inspectors

Mrs Jacqueline Lawrence	Lead Inspector
Mr Philip Preedy	Team Inspector